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ABSTRACT

The Performance Standards of the Oregon Certificate of Initial Mastery are described and discussed. Performance standards define how well students must perform on classroom and state assessments that lead to Oregon's Certificate of Initial Mastery. Students must complete classroom and state assessments that show what they know and can do in required subject areas. The state assessments will be phased in for this new assessment system, beginning with English and mathematics state tests in 1996-97. School districts must be ready to implement the Certificate of Initial Mastery by the 1998-99 school year, with the program phased in until 2003. In this document, performance standards are described for: (1) reading and literature; (2) writing; (3) speaking; and (4) mathematics. Sample questions are given for different grade levels. (SLD)

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Adopted

ED 410 269

PERFORMANCE STANDARDS

CERTIFICATE OF INITIAL MASTERY

September 19, 1996

On a rainy day I can
watch
An ewalk's
watch
nt a
intendo
and Small dinosaur cookies

5. You can draw some conclusions about Vickey's character by the things that she says and does. Which of the following best describes Vickey's character?

cares only about herself.
action.

2. Ted tried to remember his frie
number. He knew that there
5, another 5 and a 7. He co
the order. How many diffe
could it be?

A. 3
B. 6
C. 17
D. 27

1. Who does the editorial writer single out as having the most responsible approach to dealing with the problem described here?

A. The cereal manufacturers
B. The television program developers
C. The American Academy of Pediatricians
D. The writer doesn't particularly feel that anyone has yet developed a good solution.

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Oregon Department of Education, by phone (503) 378-5585 ext. 485
or e-mail barbara.slimak@state.or.us

QUESTIONS & ANSWERS

Q What are performance standards?

Performance standards define how well students must perform on classroom and state assessments leading to the Certificate of Initial Mastery. The standards are composed of the following two elements:

- Number, type and minimum scores required on classroom assessments; and
- Minimum scores required on state assessments.

Q What must students do to demonstrate they have achieved the performance standards?

To demonstrate they have achieved the performance standards, students must complete classroom and state assessments showing what they know and can do in required subject areas.

- Classroom assessments vary from teacher to teacher and school to school. Local teachers and schools choose the resources, materials and methods used to teach and assess students. Students are required to complete a set number and type of classroom assessments with a certain score on a state scoring guide to achieve the standards. These requirements—which vary depending on grade level and subject—are described on the following pages.
- State assessments at grades 3, 5, 8 and 10 contain multiple choice questions, essay questions and/or mathematics problem-solving questions requiring students to solve problems and show their work. The scores students must achieve on these assessments—which vary depending on grade level and subject—are described on the following pages.

Q Can regular classroom assignments be used as the required classroom assessments?

Yes. Classroom assignments may be used as the required classroom assessments if they are complex enough to be scored on all dimensions of the scoring guide and require students to apply what they have learned in a new situation.

Q How will classroom and state assessments be scored?

There will be two scoring systems: one for state multiple choice assessments; and one for classroom assessments and state essay and problem-solving assessments. These two systems are described below.

- Multiple choice questions on the state test have a single correct answer. Students receive a scale score based on the number of correct answers compared to the total number of questions on the test, taking into account the difficulty of questions on the test.
- Classroom assessments and state essay and problem-solving assessments require students to produce original work. Students are scored along a scale of one to six in several different areas. The chart below depicts the six-point scale used for these assessments.

SCORING SCALE

Classroom assessments and state essay and problem-solving assessments are scored on a scale of one to six points.

6	Exemplary	Work at this level is both exceptional and memorable. It shows a distinctive and sophisticated application of knowledge and skills.
5	Strong	Work at this level exceeds the standard. It shows a thorough and effective application of knowledge and skills.
4	Proficient	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
3	Developing	Work at this level does not yet meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
2	Emerging	Work at this level shows a partial application of knowledge and skills. It is superficial, fragmented or incomplete and needs considerable development. Work at this level contains errors or omissions.
1	Beginning	Work at this level shows little or no application of knowledge and skills. It contains major errors or omissions.

QUESTIONS & ANSWERS

Q When will state assessments occur?

There will be state tests in English, mathematics, science and the social sciences only. They will be phased in as follows:

1996-97	English, mathematics
1997-98	English, mathematics, science
1998-99 and subsequent years	English, mathematics, science, social sciences

Q Can students who fail to meet the standards on statewide assessments retake the tests?

There will be at least three opportunities a year, beginning in 1998-99, for students to take the statewide assessments at the Certificate of Initial Mastery (grade 10) level only. Each retake will contain a different set of items but will assess the same knowledge and skills. The state will provide local districts with supplementary tests for students to retake at grades 3, 5 and 8.

Q What happens to students who do not meet the standards?

Students who do not meet the standards at grades 3, 5, 8 and 10 are eligible for additional or alternative services or, ultimately, the option to attend another public school.

Students who, even with additional support, do not achieve the Certificate of Initial Mastery may receive an alternative certificate showing what they did achieve. The State Board of Education will further define the alternative certificate.

Q When will the Certificate of Initial Mastery be implemented?

Districts must be ready to implement the Certificate of Initial Mastery by the 1998-99 school year. Proficiency in the academic areas will be required for the Certificate of Initial Mastery according to the following phase-in schedule:

1998-1999	English, mathematics
1999-2000	English, mathematics, science
2000-2001	English, mathematics, science, social sciences
2001-2002	English, mathematics, science, social sciences, arts
2002-2003	English, mathematics, science, social sciences, arts, second language

Q What must students do to earn a Certificate of Initial Mastery when it is fully implemented in 2003?

To earn a Certificate of Initial Mastery, students must:

- Demonstrate proficiency through state and local assessments in English, mathematics, science and the social sciences.
- Demonstrate proficiency through local assessments in a second language and the arts.
- Demonstrate the abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings.

Q In June 1995, the state legislature revised the Oregon Educational Act for the 21st Century. What are some of the important changes?

Two important changes made by the 1995 legislature include:

- Proficiency in English, mathematics, science, the social sciences, second languages and the arts are required for the Certificates of Initial and Advanced Mastery; and
- State and local assessments are required for the Certificates of Initial and Advanced Mastery.

Q What is the status of the Certificate of Advanced Mastery standards?

Content and career-related standards for the Certificate of Advanced Mastery are in first draft. Copies of the *Certificate of Advanced Mastery Standards, First Draft Review* were distributed in May 1996. Extra copies are available from Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 or barbara.slimak@state.or.us

Q Who should I contact for more information about assessment?

For questions regarding:

- English assessments (reading and literature, writing, speaking): Lucinda Welch, (503) 378-5585 ext. 264
- Mathematics assessments: Cathy Brown, (503) 378-5585 ext. 297
- Other assessment questions: Barbara Wolfe, (503) 378-5585 ext. 223; or Wayne Neuburger, (503) 378-5585 ext. 253

READING & LITERATURE

To achieve the performance standards in reading, students must:

- Take state multiple choice tests; and
- Produce classroom work samples.

The chart below describes the scores students must achieve on the state multiple choice test. The chart on the next page describes the scores students must achieve on classroom work samples to meet the standards.

PERFORMANCE STANDARDS — STATE TESTS

On state multiple choice tests, students must achieve the following scores to meet or exceed the performance standards in reading and literature.

	MEET STANDARD	EXCEED STANDARD
Grade 3	201	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

Sample state test questions for reading are included on the following pages.

PERFORMANCE STANDARDS — CLASSROOM ASSESSMENTS

On classroom assessments, students must achieve the following scores on the state scoring guides to meet or exceed the performance standards in reading and literature.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Read three literary and informative grade level selections. Show the ability to:		
	• **Reading Accuracy** Read accurately by using phonics, language structure, word meaning and visual cues	90% accuracy	95% accuracy
	• **Oral Fluency** Read orally with natural phrasing, expressive interpretation, flow and pace	4	5
	• **Retelling/Comprehension** Comprehend main ideas and details	4	5
Grade 5	Read three literary and informative grade level selections. Show the ability to:		
	• **Comprehension** Comprehend main ideas and supporting details and understand the overall meaning of the selection	4	5
	• **Extending Understanding** Relate the selection to personal experiences, other texts, issues and events	4	5
	• **Reading Critically: Text Analysis** Analyze and evaluate the author's ideas and techniques	4	5
Grade 8	Read three literary and informative grade level selections. Show the ability to:		
	• **Comprehension** Comprehend main ideas and supporting details and understand the overall meaning of the selection	4	5
	• **Extending Understanding** Relate the selection to personal experiences, other texts, issues and events	4	5
	• **Reading Critically: Text Analysis** Analyze and evaluate the author's ideas and techniques	4	5

		Meet Standard	Exceed Standard
Grade 10	Read three literary and informative grade level selections. Show the ability to:		
	• **Comprehension** Comprehend main ideas and supporting details and understand the overall meaning of the selection	4	5
	• **Extending Understanding** Relate the selection to personal experiences, other texts, issues and events	4	5
	• **Reading Critically: Text Analysis** Analyze and evaluate the author's ideas and techniques	4	5
	• **Reading Critically: Context Analysis** Analyze and evaluate the selection's relationship with historical, social, cultural and political events and issues	4	5

For a copy of the scoring guides, contact Cindy Barrick at (503) 378-5585 ext. 271.

The following is a sample of a state multiple choice test in reading and literature for grade 3 students. Students must read several selections, like the two on the following pages, and then answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 201.

Blue Monday

Do you like Mondays? Here is a story by Amalia Speigel that tells how one class handled its Mondays.

That Monday, huge dark clouds were throwing great shadows over everything. It looked as if a storm were about to begin any minute. Miss Loloma said to the class, "Let's choose a bouncy song to sing to cheer ourselves up on this blue, blue Monday."

Miguel raised his hand and asked, "What is a *blue Monday*, anyway?"

Miss Loloma said, "Many people are sad on Monday because the weekend is over. Many people think that blue is a sad color, too."

Miguel didn't like that at all and said, "Blue makes me happy, not sad. When the sky is blue, it means the sun is out, and nothing is better than a blue sky."

Most of the children in the class felt as Miguel did, so Miss Loloma said, "Why don't we have a *happy* blue Monday? Next Monday, we'll all wear or bring something blue to school."

Everyone liked this idea, except Rita, who said, "What's so wonderful about blue? My favorite color is orange, so I want to bring in something orange and have an *orange* Monday."

Miguel said, "You had better bring in something blue. Everyone has to!"

"All right, then," said Rita, "I'll bring a blue rose."

"There's no such thing," grumbled Miguel.

"She must mean a paper rose," said Elena.

"No, I mean a real blue rose," said Rita, "and if I bring one to class, may we have an orange Monday the next week?"

"That sounds fair," said Miss Loloma. "If you bring something as special as a blue rose, we'll have an orange Monday."

"It will never happen in a million years," said Miguel.

But Rita smiled and said, "You should start thinking of something orange to bring to class."

The next Monday, everyone came to class wearing or carrying the blue things they had collected.

Miss Loloma had on a blue cape. She also brought a small bear made of smooth blue stone. Miguel had a bluebird's feather sticking in his hat. Elena had brought blue clay for people to make things with. There were blue marbles, blue whistles, blue trucks, and blue toy turtles. It was fun looking at all the blue things, but everyone was waiting for Rita and her blue rose.

"We might have a long, long wait," said Miguel, and everyone giggled.

At last Rita came in. She held up a beautiful rose. Its edges were blue, and it was covered with tiny blue dots.

"Where did you get it?" asked Elena.

"Anyone can change the color of a flower," said Rita. "All I did was add blue food coloring to water and put a white rose in it. The rose soaked up the blue color with the water."

"The flower did the work," said Paul.

"It's so beautiful," said Cindy.

"I'm going to try it," said Elena.

Miguel didn't say anything.

"What's the matter, Miguel?" asked Miss Loloma.

"I'm thinking," said Miguel.

"About what?" asked Elena.

Miguel laughed and said, "About what to bring in for our orange Monday."

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Questions about the *Blue Monday* passage:

1. Which of these is a way we know Miguel is different from his teacher, Miss Loloma?

   A. Miss Loloma likes Rita; Miguel does not.
   B. Miss Loloma sings well; Miguel does not.
   C. Miss Loloma thinks blue is a sad color; Miguel thinks it's a happy color.
   D. Miss Loloma wore something blue for "blue Monday"; Miguel did not.

2. Why did Rita want to have an "orange Monday"?

   A. She did not have anything blue to bring to school.
   B. Orange was her favorite color.
   C. Blue made her very sad.
   D. She wanted to bring an orange rose to school.

3. How did Rita get a blue rose?

   A. She bought one at the store.
   B. She dyed a white rose with food coloring.
   C. She made a rose out of blue paper.
   D. She painted a white rose with blue paint.

4. In the story it says, " 'There's no such thing,' grumbled Miguel." We know that Miguel

   A. is a little bit mad at Rita.
   B. is a mean person.
   C. doesn't like going to school.
   D. doesn't know anything about flowers.

5. What words from the story show that Miguel wasn't mad that there had to be an "orange Monday"?

   A. Miguel said, "You had better bring in something blue. Everyone has to!"
   B. "There's no such thing," grumbled Miguel.
   C. "I'm thinking," Miguel laughed and said, "about what to bring in for our orange Monday."
   D. Miguel raised his hand and asked, "What is a *blue Monday*, anyway?"

6. In the first paragraph, Miss Loloma says the class should sing a bouncy song. A *bouncy* song is one that

   A. will make people happy when they sing it.
   B. has different parts for boys and girls to sing.
   C. is very easy to sing.
   D. can be played on a piano.

The correct answers are:

1.C. 2.B. 3.B. 4.A. 5.C. 6.A.

Cheesy Biscuits

If you like to cook, you might want to try this recipe from Susan Wohe's book called BUTTER.

Cheesy Biscuits (makes about 12 biscuits)

You will need:

2 cups flour
1/3 cup butter
3 teaspoons baking powder
1 teaspoon salt
3/4 cup milk
1/4 cup cheddar cheese, grated

1. Put flour in bowl. Cut in butter.
2. Add baking powder, salt, milk, and grated cheese.
3. Stir the mixture just enough for the ingredients to be combined.
4. Use a rolling pin to roll out the dough so it's 1/2 inch thick.
5. Use a cookie cutter to cut circles into the dough.
6. Put the circles on a lightly greased baking sheet. Preheat oven to 450°F and bake for 10 minutes or until brown.

Questions about the *Cheesy Biscuits* passage:

1. How will you know when the cheesy biscuits are done?

   A. They will be brown.
   B. There will be about twelve of them.
   C. They won't stick to the baking sheet.
   D. The salt will dissolve.

2. Which of these do you put in the mixing bowl first?

   A. Flour
   B. Butter
   C. Milk
   D. Cheddar cheese

3. Which of these do you use LAST when making the biscuits?

   A. Mixing bowl
   B. Cookie cutter
   C. Rolling pin
   D. Teaspoon

The correct answers are:

1.A. 2.A. 3.B

The following is a sample of a state multiple choice test in reading and literature for grade 5 students. Students must read several selections, like the two on the following pages, and then answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 215.

Off to California

This story is taken from a book called THE WILDERNESS IS A BOOK, written by La Ree Caughey. Read this part of the story to find out what happened just before the Plumacre family began their trip by covered wagon.

The covered wagon was loaded at last and waiting in front of the farmhouse. Many friends had come to say good-by to the Plumacre family.

Millie sat on the front steps with little Susanna. Mrs. Plumacre came out of the house with a lunch basket in her arms.

"Where's Linda?" she asked.

No one knew.

"I thought I saw her over near the barn," Mr. Plumacre said from inside the wagon, where he was making one last check to see that everything was in place. He leaned out the opening in the canvas at the back and called, "Linda! Linda!"

There was no answer. Others joined in the call.

"I'm sure she's not in the house," Mrs. Plumacre said. "Mark, hurry down to the field and see if your sister is there. She may be playing with the new calf. She may have forgotten we're leaving for California, though I don't see how she could."

Mark ran toward the pasture. He was tall for his years. He was brown and strong from helping on the farm—and from hunting and fishing along the banks of the Mississippi River.

Halfway to the field, he heard well-known hoofbeats following him. He whistled to his horse. "This is our big day, Scout," he called.

Scout answered with a lusty snort. Mark stopped and ran his hands over the white spot on the animal's forehead. It was five-pointed, almost like a star. Mark was glad his horse was of strong, western stock, because he knew the journey to California would be long and hard.

"You and I will never leave each other," he said.

The small horse tossed his head as though agreeing.

When they reached the fence that ran along the field, Linda was nowhere in sight. The new calf was tottering beside its mother.

Mark climbed up on the fence. "Hey, Linda!" he called. "Come on!"

There was no answer.

"Linda! Linda! We're ready to go!"

Still there was no answer.

Then Mark saw red-checked gingham high up in the tallest oak. He jumped down from the fence and ran to the tree.

"Don't you know we are ready to leave?" he scolded. "Come on."

Linda huddled closer to the tree trunk. "Why did you have to find me?" she asked. Mark saw she was crying.

"Someone had to find you, silly. Come on down."

She shook her head. "I don't want to go to California. I can't go."

Mark was disgusted. "You know we can't go without you. Do you think you can just hide in a tree, and we would go off and leave you behind?"

Still Linda did not move. Mark kicked the tree. He did not understand girls when they cried.

"You're not afraid, are you?" he asked.

"Certainly not."

"Susanna isn't crying about leaving," he continued.

"Susanna is just a baby. She's not even two years old yet. She doesn't know what leaving home means," was the answer.

"Millie knows what leaving home means. She's glad we're ready to go."

"Millie should be glad to go," Linda said. "Cal is waiting for her out there in California."

"Well, are you going to tell me why you don't want

to go?" Mark was impatient.

"Because," Linda began, "because—oh, Mark, it's hard to explain. We'll have to leave the baby calf behind. And the larkspur is just beginning to come up in my flower bed. I can't leave, not just now."

"You want to stay here because of a calf!" Mark was amazed. "Don't you know there are plenty of calves in California? And don't you remember that Cal told us there are whole mountains of wild flowers out there?"

But Linda could not stop crying. "I just can't go," she declared.

"Look, Linda," Mark said, "if you'll come down, I'll let you ride Scout until we get out of town."

This was a big offer for Mark to make. He had planned to ride out ahead of the wagon. He wanted to be a trail-breaker for the family. But he understood his sister's unhappiness at leaving all the familiar things.

Linda hesitated for a moment, but only a moment. She swung down from the tree, and the two raced across the field to the waiting horse.

Questions about the *Off to California* passage:

1. Mark's offer to let Linda ride his horse out of town showed

   A. that he wanted to show off in front of the family.
   B. how much he loved his old home.
   C. everyone in town how well Linda could ride.
   D. that he was caring and generous.

2. The story says that Mark's horse was of strong, western stock. Mark was glad to have a sturdy horse because

   A. Scout had to pull the heavy wagon.
   B. Mr. Plumacre wanted to ride the horse most of the way.
   C. the trip to California would be hard.
   D. the oxen would probably get sick and the horse would have to take their place.

3. The red checked gingham that Mark saw high in the oak tree was

   A. Susanna's blanket.
   B. fabric for the new calf's halter.
   C. Linda's dress.
   D. the napkin from Mrs. Plumacre's lunch basket.

4. The new calf was described as "tottering beside its mother." *Tottering* means that the calf was

   A. walking in an unsteady way.
   B. running and playing.
   C. trying to get through the fence.
   D. limping because of an injury.

5. Mark was described in the story as a strong boy. He was strong mostly because he

   A. worked in town lifting boxes.
   B. helped on the farm.
   C. frequently wrestled with boys on neighboring farms.
   D. had a set of weights hidden in the barn.

6. Linda didn't want to leave for California mostly because

   A. she had always been afraid to travel.
   B. she would miss many things at home.
   C. no one else in the family would make the trip.
   D. the other children had made fun of her.

The correct answers are:

1.D. 2.C. 3.C. 4.A. 5.B. 6.B.

Need a Rubber Stamp?

This ad, taken from HIGHLIGHTS magazine, was written to make people want to buy a rubber stamp kit. Read it carefully so you can answer the questions that follow.

Rubber Stamp Fun!

Kids will love these whimsical rubber* stamps! Use them to create cards, illustrate stories, make bookmarks, or for fun during playtime. Mounted on solid wood blocks, the synthetic rubber provides well-defined images. 12 stamps plus ink pad with washable ink, in a plastic storage bag, only $14.95, plus shipping and handling. Just mail this card today! (*Highlights* will bill you later.)

Your satisfaction is 100% guaranteed.

Please Print

Adult Name _____

Address _____

City, State, Zip _____

Adult Signature Required _____

*Synthetic rubber

Questions about the *Need a Rubber Stamp?* passage:

1. Which of these statements is an opinion, not a fact?

   A. Children will love the rubber stamps.
   B. Mounted on solid wood blocks.
   C. *Highlights* will bill you later.
   D. Adult signature required.

2. Who do you think this ad is trying to convince to buy these rubber stamps?

   A. People who work in a post office
   B. Parents of children
   C. Rich people
   D. People who write books

3. How much does the company charge for shipping and handling?

   A. About $1.00
   B. About $12.00
   C. $14.95
   D. The ad doesn't say for sure.

The correct answers are:

1A. 2.B. 3.D

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The following is a sample of a state multiple choice test in reading and literature for grade 8 students. Students must read several selections, like the two on the following pages, and then answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 231.

Three Foxes

This passage is from the award-winning book RUN WITH THE WIND by Tom McCaughren. It tells the story of three foxes and their adventures.

A heavy frost set in during the night, and although it would have been a good night for hunting, the three foxes didn't stir. Black Tip's mouth was too sore to catch anything. Vickey's leg had stiffened, and Fang was too weak. At the same time they kept each other warm, and that in itself helped the strength to flow back into their bodies.

Next morning, Vickey reminded Black Tip that they must eat. Not that he needed reminding. He was hungry too. Vickey, however, realized that Black Tip must do the hunting for all of them. Black Tip didn't like the idea very much. While he would forage for her if and when they had cubs, somehow it didn't seem natural that he should do it now, and certainly not for another dog fox.

"It's not natural," Vickey agreed, "but it is natural to survive. If you don't bring us food, we'll die. It's up to you now, Black Tip."

Fang lay with his eyes closed. He would fend for himself when he was well. Anyway, his throat was still too sore even if he did feel like eating. So it was of no interest to him whether Black Tip brought food or not.

Black Tip would have preferred to hunt at night, as he always did, but he knew by the pangs of hunger that he must go now. He stole out of the quarry and sniffed the wind on the high ground. A variety of attractive scents came to his upturned nose and he felt a great temptation to head for the farmyard beyond the meadows. Caution dictated otherwise. He must be careful not to bring any dogs on to his trail, as Vickey and Fang wouldn't be able to out-run them. The shooters hadn't arrived in the meadows yet, so he'd go down there and see what he could find.

The rooks were swirling around the line of tall beech trees away to his right. Their incessant cawing came to him clearly in the cold morning air as he made his way down the frosted fields. The rushes were short and sparse in the meadows and didn't offer much cover. He moved swiftly, yet not even the crumpled brown leaves of the spiky sorrel plants rustled to betray his presence. Here and there he rooted out a few slugs and worms, and over by a frozen stream he pounced on two frogs. This soft food, he found, didn't hurt his mouth. Beneath a hedge he discovered a rabbit burrow and knew by the scent and the droppings that it was occupied.

This surprised him. As a cub, he had been weaned on rabbit food, and later his father had shown him how to hunt rabbits. Then the sleeping sickness had come and the rabbits had disappeared from the hedgerows. Now they were back in this hedgerow at least, and as he waited for them to come out and feed, he relished the thought of something that was almost as tasty as a chicken.

A short wait provided Black Tip with two young rabbits—one he pounced on, and one that ran away from the burrow by mistake. The second one he carried back to the quarry, using a roundabout way to make detection by dogs as difficult as possible. Vickey was delighted and enjoyed it immensely. Fang refused to eat. Not only had his throat been hurt; his pride had been deeply wounded too. Vickey limped a short distance out for a quiet word with Black Tip.

"Fang's feeling very sorry for himself," she whispered. "He said nothing at all when you were away. Why don't you get something soft he can eat, maybe a frog or two, and I'll try and talk to him."

"All right, if you say so." Black Tip almost felt like saying, "You wouldn't like me to eat it for him as well?" but felt that would be unkind, so he slipped quietly away.

Questions about the *Three Foxes* passage:

1. In the first part of this passage, the foxes did not hunt that night because

   A. there was too much frost on the ground.
   B. Vickey was jealous of Fang and Black Tip.
   C. they were not very healthy.
   D. the dogs had trapped them in their den.

2. Black Tip did not like the idea that he had to hunt for the others. He disliked hunting for them because

   A. it didn't seem natural.
   B. Vickey was acting rude.
   C. he was afraid of Fang
   D. rabbits were the only game he liked to eat.

3. The author says that Fang "would fend for himself when he was well." In this sentence, *fend* means Fang would

   A. escape the hunters again.
   B. travel by himself once more.
   C. fight all the dogs and hunters.
   D. take care of himself.

4. The kind of food Black Tip ate first on his hunting trip was

   A. eggs from the farm.
   B. two rabbits he caught.
   C. leaves and grass.
   D. slugs and worms.

5. You can draw some conclusions about Vickey's character by the things that she says and does. Which of the following best describes Vickey's character?

   A. She is selfish and cares only about herself.
   B. She is timid and afraid to take much action.
   C. She is supportive and encourages her friends.
   D. She is carefree and loves to frolic.

6. Which statement below best describes the author's attitude toward the foxes?

   A. He views them as silly, but harmless.
   B. He thinks they're smart, thoughtful animals.
   C. He fears they will upset the balance of nature.
   D. He wishes the foxes could be his pets.

The correct answers are:

1.C. 2.A. 3.D. 4.D. 5.C. 6.B.

Isaac Asimov on Learning

Isaac Asimov is considered by some people to be one of the world's best writers and he was certainly one of the most prolific. Before he died in 1992, Asimov wrote over 500 books. Shortly before his death, journalist Bill Moyers asked Asimov about his opinions on learning. Here is how Asimov answered.

As computers take over more and more of the work that human beings shouldn't be doing in the first place—because it doesn't utilize their brains, it stultifies and bores them to death—there's going to be nothing left for human beings to do but the more creative types of endeavor. The only way we can indulge in the more creative types of endeavor is to have brains that aim at that from the start.

You can't take a human being and put him to work at a job that under uses the brain and keep him working at it for decades and decades, and then say, "Well, that job isn't there, go do something creative." You have beaten the creativity out of him. But if from the start children are educated into appreciating their own creativity, then probably almost all of us can be creative. In the old days, very few people could read and write. Literacy was a very novel sort of thing, and it was felt that most people just didn't have it in them. But with mass education, it turned out that most people could be taught to read and write. In the same way, once we have computer outlets in every home, each of them hooked up to enormous libraries, where you can ask any question and be given answers, you can look up something you're interested in knowing, however silly it might seem to someone else.

Today, what people call learning is forced on you. Everyone is forced to learn the same thing on the same day at the same speed in class. But everyone is different. For some, class goes too fast, for some too slow, for some in the wrong direction. But give everyone a chance, in addition to school, to follow up their own bent from the start, to find out about whatever they're interested in by looking it up in their own homes, at their own speed, in their own time, and everyone will enjoy learning.

Questions about the *Isaac Asimov on Learning* passage:

1. Based on what he says in these paragraphs, which one of these statements do you think Asimov would agree with MOST?

   A. Formal schooling does no good at all.
   B. People have different ways of learning.
   C. Librarians should be replaced by computers.
   D. Work done on computers today is more important than work done by most people.

2. What evidence does Asimov give to support his belief that almost anyone can be creative?

   A. Computers are doing more work than humans used to do.
   B. Most people learned to read and write even though it was thought that they didn't have that talent.
   C. Computers can be hooked up to enormous libraries of information.
   D. People now are forced to learn everything at the same speed.

3. How would you most accurately describe these paragraphs?

   A. Asimov presents almost all scientific facts; he doesn't give us his personal opinions.
   B. This is mostly a report on learning theory, though Asimov does give results of his own research.
   C. The paragraphs are mostly other people's opinions that Asimov is repeating.
   D. This is almost entirely Asimov's personal opinions, with only a few facts included to support those opinions.

The correct answers are:

1.B. 2.B. 3.D.

The following is a sample of a state multiple choice test in reading and literature for grade 10 students. Students must read several selections, like the two one the following pages, and then answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 239.

Do Some Good (or We'll Make You)

The dictionary defines the word "altruism" as "devotion to the interests of others." As you'll read in this editorial Colman McCarthy wrote for the September 14, 1991, WASHINGTON POST, some people have suggested that altruism should become mandatory for young people.

Twenty-five good-hearted and open-minded students I meet with five mornings a week are pleased that the Maryland Board of Education is getting around to altruism. The board voted unanimously to put before the public a plan to require all of the state's public high school students to put in 75 hours of community service to graduate.

No goodness, no diploma. Maryland would be the first state to legislate compulsory service.

My 25 students at Bethesda-Chevy Chase High School, clearheaded even for a 7:40-8:30 a.m. class, were nearly unanimous in supporting volunteerism. Many more than I would have imagined have already involved themselves in the quiet works of personal generosity. "I feel sorry for anyone who hasn't discovered the joys of working and helping others," a senior girl wrote for a class essay. Another believed that volunteering "is something that people will remember a lot longer than names and dates in history."

Those who favored mandatory service argued from experience more than theory. A girl who had helped with Habitat for Humanity and the Appalachian Service Project said that a requirement will reach students "who would have otherwise been ignorant of the benefit of this work. [They] will discover it and profit from it." Another, a boy who "painted a house for retarded people last summer," endorsed the requirement approach, because "most kids don't do it because they don't know enough about it or they have been told by a court to do it, and that has spoiled the experience."

In class, my heart was with the five who said yes. They wanted to cut the gab and get every sleeve on the premise rolled up. But my head joined the 20 who rejected involuntary volunteering. I agreed with the girl who asked, "What good is community service if it's not from the heart?" The mystery in any school, whether in a math class or a service program, is how to create desire. Why are some children as easy to motivate as getting a colt to run, while others have intellectual nerve ends all but lost to stimulation? What sends out one child onto a path of self-interest and another into public-interest?

A combination of forces, obviously. I don't think any student is beyond intellectual arousal, no matter the subject. A parent, a friend, a film or book, an incident and perhaps a teacher or school environment is sometimes the nudge that opens a child's spirit to the joys of service. Without the nudging, why wouldn't a student drift into me-firstism, materialism or greed?

Plenty of voices are preaching those philosophies to the kids. And they know it, or at least one of my students does. After writing that "it's about time that a school system has realized the importance of community service," but opposing that it be required, she warned against a trendy and quickie solution: "This is a long and painful process—instilling values that will help society—which will take more than a mandatory 75 hours of community service by high school students who have been taught from the time they could hold it in their head that money is the most important thing in life."

There's one young woman who knows she's been deceived. I suspect that she also understands that nothing is more important in life than love. Her search now, as it is for all of us, is to find her own way—her own form of service—to express it.

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Questions about the *Do Some Good (or We'll Make You)* passage:

1. Which statement below best describes the author's attitude toward the high school students he talked about in this article?

   A. He thinks the students are very materialistic and selfish.
   B. He thinks that the students have no real understanding of the benefits of volunteer work.
   C. He thinks that the students' opinions are motivated more by what they've learned from the media than their own consciences.
   D. He thinks that the students thought carefully about the issue and have many valid opinions.

2. According to this article, students in Maryland:

   A. are not very altruistic.
   B. may have to spend 75 hours in community service in order to graduate.
   C. cannot be required by the Board of Education to work at less than minimum wage.
   D. are not required to volunteer, but will have a better chance at scholarships if they do.

3. The title of this article contains an irony. What is ironic about the term "Mandated Altruism?"

   A. Students would be paid a fair wage for their work.
   B. Volunteers generally don't get told how valuable they are to a society.
   C. Altruistic work probably can't be called altruistic if it's mandated by someone.
   D. It's businesses and hospitals that should mandate the work, not school boards.

The correct answers are:

1.D. 2.B. 3.C.

As You Like It

In Shakespeare's play, "AS YOU LIKE IT," the character Jacques speaks of the seven ages common to each man's life. Read Jacques' speech to learn the characteristics of each age, and answer the questions which follow.

SCENE VII

Jaq.

All the world's a stage,
And all men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts.
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwilling to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like a pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipped pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

154 *Mewling*: crying feebly.
160 *pard*: panther
161 *Jealous in honor*: i.e., jealous (touchy) about his honor.
166 *Saws*: sayings, maxims; *modern instances:* commonplace as proofs of his wisdom. Modern means "ordinary."
168 *pantaloon*: a character from the Italian commedia dell'arte, a foolish old man.
170 *youthful hose*: i.e., the breeches he had when young
173 *his*: its.

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Questions about the *As You Like It* passage:

1. Throughout this speech, man's life is compared to

   A. a play.
   B. the clothes he wears.
   C. a school.
   D. a novel.

2. Which two ages of man are, according to Shakespeare, most alike?

   A. Lover and soldier.
   B. Infant and schoolboy.
   C. Justice and pantaloon.
   D. Infant and "second childhood".

3. The numbers in the glossary refer to

   A. page numbers.
   B. scene numbers.
   C. line numbers.
   D. dictionary numbers.

4. Shakespeare talks about a justice "in fair round belly with good *capon* lined. What is "capon"?

   A. A kind of food
   B. An expensive kind of cloth
   C. Coin (money)
   D. Experience

5. Which of these does Shakespeare say happens to a man as he becomes a pantaloon?

   A. His voice raises.
   B. He develops a bad temper.
   C. He loses his teeth.
   D. He gains weight.

6. The main reason Shakespeare's plays are often printed with an accompanying glossary is

   A. Shakespeare used an extremely difficult vocabulary.
   B. the meanings of many words have changed since Shakespeare's time.
   C. Shakespeare often used figurative language to express his ideas.
   D. Shakespeare frequently used words that even very intelligent people didn't know.

The correct answers are:

1.A. 2.D. 3.C. 4.A. 5.A. 6.B.

WRITING

To achieve the performance standards in writing, students must:

- Take state essay tests; and
- Produce classroom work samples.

The chart below describes the scores students must achieve on the state essay test. The chart on the following page describes the scores students must achieve on classroom work samples to meet the standards.

PERFORMANCE STANDARDS — STATE TESTS

On state essay tests, students must achieve the following scores to meet or exceed the performance standards in writing.

	MEET STANDARD	EXCEED STANDARD
Grade 3		
Ideas and Content	3	4
Organization	3	4
Writing Conventions	3	4
Grade 5		
Ideas and Content	4	5
Organization	4	5
Sentence Fluency	4	5
Writing Conventions	4	5
Grade 8		
Ideas and Content	4	5
Organization	4	5
Sentence Fluency	4	5
Writing Conventions	4	5
Grade 10		
Ideas and Content	4	5
Organization	4	5
Sentence Fluency	4	5
Writing Conventions	4	5

Ideas and Content
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.

Organization
Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.

Sentence Fluency
Develop a smooth flow and rhythm in sentences.

Writing Conventions
Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing.

Sample state writing tests are included on the following pages.

PERFORMANCE STANDARDS — CLASSROOM ASSESSMENTS

On classroom assessments, students must achieve the following scores on the state scoring guide to meet or exceed the performance standards in writing.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Write two papers showing two different types of writing (i.e., narrative, imaginative, expository, persuasive). The papers must contain the following:		
	• **Ideas and Content** Developed single main idea	3	4
	• **Organization** Beginning, middle and end	3	4
	• **Conventions** Correct spelling, grammar, punctuation appropriate to grade 3	3	4
Grade 5	Write three papers, showing three different types of writing (i.e., narrative, imaginative, expository, persuasive). One paper must be a report. The papers must contain the following:		
	• **Ideas and Content** Developed main idea and important details	4	5
	• **Organization** Clearly organized ideas, frequently following time-ordered sequence	4	5
	• **Sentence Fluency** Variety of sentence beginnings	4	5
	• **Conventions** Correct spelling, grammar, punctuation appropriate to grade 5	4	5
Grade 8	Write four papers showing expository and persuasive and either narrative or imaginative writing, including one research paper with citations. The papers must contain the following:		
	• **Ideas and Content** One or two developed main ideas and relevant supporting details	4	5
	• **Organization** Clearly organized ideas that move smoothly from one idea to the next	4	5
	• **Sentence Fluency** Varied sentence beginnings and lengths	4	5
	• **Conventions** Correct spelling, grammar, punctuation appropriate to grade 8	4	5
	• **Citing Sources** Correct citation of sources of information	4	5

		MEET STANDARD	EXCEED STANDARD
Grade 10	Write five papers showing expository and persuasive and either narrative or imaginative writing, including a research paper with citations, and a business, technical or vocational paper. The papers must contain the following:		
	• **Ideas and Content** Clear, focused main ideas and relevant supporting details	4	5
	• **Organization** Clear introduction, order and structure, effective transitions, and satisfying ending	4	5
	• **Sentence Fluency** Varied sentence patterns	4	5
	• **Conventions** Correct spelling, grammar, punctuation appropriate to grade 10	4	5
	• **Citing Sources** Correct citation of sources of information	4	5

For a copy of the scoring guide, contact Cindy Barrick at (503) 378-5585 ext. 271.

The following is a sample of writing by a grade 3 student illustrating the level of performance required to meet the standard on a state writing test.

A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

On a rainy day I can watch movies like An ewalk's adventure I can watch cartoons. I can rent a Nintendo and same Nintendo games like - mega man 3. I can play some board games at lunch I can have some Nice soup and after lunch I can have some ~~NICE~~ warm hot choclate and small dinosaar cookies After That I can go in the shop with my PaP and help him with his copper and Frames. I also can find wood and make little wood cars. I can also go in the hous and read some nice Books I can do lots of Things on a ruihy day! The end.

The following is a sample of writing by a grade 5 student illustrating the level of performance required to meet the standard on a state writing test.

Think of one thing that happened at school that you will still remember when you are grown up. Tell the story of what happened to you.

One day after lunch I went to go play soccer with my friends, Kevin, Alex, Andy, Mike, and Matt. When we got on the field, Matt stole the ball from Mr. Jones and passed the ball to me. I had a perfect base right to the goal and Mike was on the team that we were playing against. Mike came towards me and kicked at the ball, but instead of kicking the ball with his foot he kicked my shin with his shin and so I fell. I collapsed. Mike got up and he wasn't hurt. He had hit the ground pretty hard and I had tears running from my eyes, and my shin was swelling up. Jacob and Mike carried me into the nurses office.

When I got to the nurses office she said what happened. I said that I kicked the soccer ball and Mike kicked my shin at the same time and so I fell. They got me a pack of ice and I had to keep it there all day long, so my shin wouldn't swell up. Mike walked me back to class, and Jacob was running to tell the class it took about five minutes to get down the hall and to get to the classroom. When I got to my classroom every body asked me what happened and I told them the story. I had to sit with my friends for the last part of the school day and I said to myself I hope I never do this again.

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The following is a sample of writing by a grade 8 student illustrating the level of performance required to meet the standard on a state writing test.

You can probably remember at least one time when you did something for someone else that made you feel proud of yourself. Think about what you did and how you felt about it. Tell what happened.

I can remember in the 5th grade, there was a kid named John. He was a overweight kid that was never liked by the other children. He tried to play ball with the other boys but nobody ever picked him, and if he did get picked he never touched the ball. John tried to make friend but nobody wanted to be near him or even seen next to him. When ever the guys ever talked to John it was always some put down. I never picked on John because I always put my self in his position I can remember how mad I was when they made fun of him.

One day my angry came out. I just couldn't hold it in any more. Vic was trying to spit on John. I told him to leave him alone but he didn't listen. So, I screamed it out loud, and Vic told me to get lost. John couldn't believe what I was doing and neither could the other kids. I told Vic that he was a idiot for picking on John, and if he didn't stop I was going to pick on him. He asked me why I was sticking up for a nerd like John. I repleyed loud and said, "Because he has feelings that you don't even care for." He told me that I made a mistake for sticking up for a guy like John. Then I thought he was going to hit me instead he turned around and walked over to the line and that ended it. That made me feel good.

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The following is a sample of writing by a grade 10 student illustrating the level of performance required to meet the standard on a state writing test.

When most people think about learning, they think about school, but many things in life are learned outside of school. Think of something you learned how to do either inside or outside of school and explain it so clearly that the reader will understand what you learned.

Don't sit down, don't take off your knee pads, and for goodness sake don't unsnap your saftey line. In the summers I work for a Roofing Contractor shingling, tearing off, painting vents, and general pick up. Remembering the rules, whether they be for your safety or the quality of the roof, determines how well you do on the job. Often, the most convincing reasons to follow the rules comes when you're breaking the rules. The downside of this learning method is it is usually the most costly. Some rules with painful consequences include: never sitting down except in the shade, always wearing knee pads, and always being snapped into your saftey line.

First off: sitting down. This is a costly experience, and probably one of the most common. While the thermometer on your front porch may read 76 degrees, the roof you're working on can easily climb to a scorching 120 degrees. This can cause several problems one being, if you're used to sitting down while you shingle you'll have burned bottom. This is where knee pads come in handy. Instead of squatting or sitting. Kneel. You're still close to the roof so you don't strain your back stooping over, and the pads give you good protection from the heat of the shingles and any sharp pieces of metal or nails that might be laying around.

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Another thing to remember is when you're working on a steep roof that requires toe-boards and/or saftey harnesses, use them! If you make a wrong move, lose your balance, or step on a loose scrap, your saftey line can save your life. Often, a slip on a toe board when you're not strapped in is enough to scare you back into your harness. If it isn't, it should be. The next time you may not be so lucky to catch yourself.

In any job, saftey is a must. There are always consequences for not following the rules and they range from a minor burn to a fatal fall. However severe the consequences, it's always beneficial to follow the rules.

SPEAKING

To achieve the performance standards in speaking, students must:

- Give speeches in class.

The chart below describes the scores students must achieve on the speeches given in class.

PERFORMANCE STANDARDS — CLASSROOM ASSESSMENTS

On classroom assessments, students must achieve the following scores on the state scoring guide to meet or exceed the performance standards in speaking.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Give one oral presentation before a group that includes:		
	• **Ideas and Content** Single developed main idea	3	4
	• **Organization** Clear beginning, middle and end	3	4
	• **Delivery** Appropriate volume, eye contact and rate of speaking	3	4
Grade 5	Give at least two oral presentation, including one which is rehearsed and presented before a group. The presentations must include:		
	• **Ideas and Content** Developed topic with single main idea and important details	4	5
	• **Organization** Clear organization, frequently following time-order sequence	4	5
	• **Language** Appropriate language	4	5
	• **Delivery** Appropriate volume, eye contact and rate of speaking	4	5
Grade 8	Give at least two prepared and rehearsed oral presentations, one persuasive and one informative. The presentations must include:		
	• **Ideas and Content** Developed topic, using clear main ideas with necessary background information and supporting details	4	5
	• **Organization** Clear organization, including introduction and conclusion, and smooth transitions from one idea to the next	4	5
	• **Language** Appropriate language	4	5

	Meet Standard	Exceed Standard
Grade 8 (continued)		
• **Delivery** Effective volume, rate of speaking and eye contact, even when notes are used.	4	5
Grade 10 Give two prepared and rehearsed oral presentations, one informative and one persuasive. Give one unrehearsed presentation for which preparation is limited to approximately 15-20 minutes. The presentations must include:		
• **Ideas and Content** Developed main topic with clear, focused main ideas supported with relevant details	4	5
• **Organization** Clear order and structure, including introduction and conclusion	4	5
• **Language** Precise, functional language appropriate to audience and purpose	4	5
• **Delivery** Appropriate verbal and nonverbal techniques to create a smooth delivery style	4	5

For a copy of the scoring guide, contact Cindy Barrick at (503) 378-5585 ext. 271.

Sample videotapes of student speeches at grades 3, 5, 8 and 10 are available through regional ESDs for training teachers in using the speaking scoring guide.

MATHEMATICS

To achieve the performance standards in mathematics, students must:

- Take state multiple choice tests;
- Take state problem-solving tests; and
- Produce classroom work samples.

The chart below describes the scores students must achieve on the state multiple choice test. Charts on the following pages describe the scores students must achieve on state problem-solving tests and classroom work samples to meet the standards.

PERFORMANCE STANDARDS — STATE MULTIPLE CHOICE TESTS

On state multiple choice tests, students must achieve the following scores to meet or exceed the performance standards in mathematics.

	MEET STANDARD	EXCEED STANDARD
Grade 3	202	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

Sample state test questions for mathematics are included on the following pages.

PERFORMANCE STANDARDS — STATE PROBLEM-SOLVING TESTS

On state problem-solving tests, students must achieve the following scores to meet or exceed the performance standards in mathematics.

	MEET STANDARD	EXCEED STANDARD
Grade 5		
Conceptual Understanding	4	5
Processes and Strategies	4	5
Communication	4	5
Interpret Reasonableness	4	5
Grade 8		
Conceptual Understanding	4	5
Processes and Strategies	4	5
Communication	4	5
Interpret Reasonableness	4	5
Grade 10		
Conceptual Understanding	4	5
Processes and Strategies	4	5
Communication	4	5
Interpret Reasonableness	4	5

There is no state problem-solving test at grade 3.

Conceptual Understanding
Show an understanding of the concepts related to the problem.

Processes and Strategies
Choose strategies that can work, carry out the strategies chosen and check the work.

Communication
Explain the reasoning at each step using diagrams, symbols and/or words.

Interpret Reasonableness
Review the work related to the problem and show why the solution is reasonable.

On classroom assessments, students must achieve the following scores on the state scoring guide to meet or exceed the performance standards in mathematics.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Within five mathematical problems, solve accurately and demonstrate understanding of calculations and estimation, measurement, statistics and probability, algebraic relationships, and geometry. The problems must show the following:		
	• **Conceptual Understanding** Understanding of the mathematical concepts present in the problem	4	5
	• **Processes and Strategies** Use of appropriate mathematical processes and strategies to solve the problem	4	5
	• **Interpret Reasonableness** Review of the work and support for the reasonableness of the results	4	5
	• **Communication** Clear communication of the steps to the solution(s)	4	5
Grade 5	Within five mathematical problems, solve accurately and demonstrate understanding of calculations and estimation, measurement, statistics and probability, algebraic relationships, and geometry. The problems must show the following:		
	• **Conceptual Understanding** Understanding of the mathematical concepts present in the problem	4	5
	• **Processes and Strategies** Use of appropriate mathematical processes and strategies to solve the problem	4	5
	• **Interpret Reasonableness** Review of the work and support for the reasonableness of the results	4	5
	• **Communication** Clear communication of the steps to the solution(s)	4	5
Grade 8	Within five mathematical problems, solve accurately and demonstrate understanding of measurement, statistics and probability, algebraic relationships, and geometry. The problems must show the following:		
	• **Conceptual Understanding** Understanding of the mathematical concepts present in the problem	4	5

	Meet Standard	Exceed Standard
Grade 8 (continued)		
• **Processes and Strategies** Use of appropriate mathematical processes and strategies to solve the problem	4	5
• **Interpret Reasonableness** Review of the work and support for the reasonableness of the results	4	5
• **Communication** Clear communication of the steps to the solution(s)	4	5
Grade 10 Within five mathematical problems, solve accurately and demonstrate understanding of statistics and probability, algebraic relationships, and geometry. The problems must show the following:		
• **Conceptual Understanding** Understanding of the mathematical concepts present in the problem	4	5
• **Processes and Strategies** Use of appropriate mathematical processes and strategies to solve the problem	4	5
• **Interpret Reasonableness** Review of the work and support for the reasonableness of the results	4	5
• **Communication** Clear communication of the steps to the solution(s)	4	5

For a copy of the scoring guide, contact Cindy Barrick at (503) 378-5585 ext. 271.

STATE MULTIPLE CHOICE TEST — GRADE 3

The following are sample state multiple choice questions for grade 3 students in mathematics. Students must answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 202.

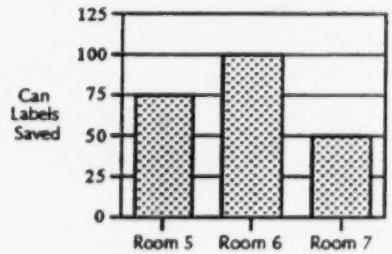
1. Which looks MOST like a rectangle?

   A. A door
   B. A ring
   C. A stop sign
   D. A chair

2. The amount of water in a full bathtub is BEST measured in:

   A. quarts
   B. square feet
   C. pints
   D. gallons

3. Three third grade classes in a school are saving soup can labels to turn in for computer equipment. The chart below shows how many labels each class has saved. How many labels have all three classes saved together?

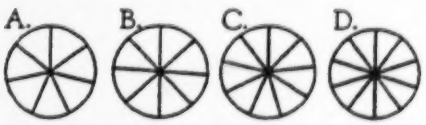


   A. 75
   B. 100
   C. 150
   D. 225

4. Louisa has a collection of red, yellow and blue beads. She has 100 of each color bead all stored together in one jar. If she reached in the jar without looking and pulled out just one bead, what color will it probably be?

   A. Red
   B. Blue
   C. Yellow
   D. It's as likely to be one color as another.

5. If you had one piece from each of the pies shown below, which pie would give you the largest piece?



6. Jane walks into the grocery store with this list of things that she has to buy:

Orange	25 cents
Box of crackers	49 cents
Bag of pretzels	98 cents
Brownie	30 cents
Carton of juice	60 cents
Can of pop	75 cents

   Jane has a $5 bill to spend for the groceries. How much change will she get back if she buys one of everything on the list?

   A. 2 cents
   B. 20 cents
   C. 38 cents
   D. $1.63

The correct answers are:

1.A 2.D. 3.D. 4.D. 5.A. 6.D.

STATE MULTIPLE CHOICE TEST — GRADE 5

The following are sample state multiple choice questions for grade 5 students in mathematics. Students must answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 215.

1. One day, Jennifer spent $14 for a concert ticket, $3.16 on supplies and $1.77 on food. How much did she spend in all?

   A. $5.07
   B. $18.83
   C. $18.93
   D. $19.07

2. If you stacked one cube on top of another cube, what would you have?

   A. A larger cube
   B. A cylinder
   C. A pyramid
   D. A rectangular solid

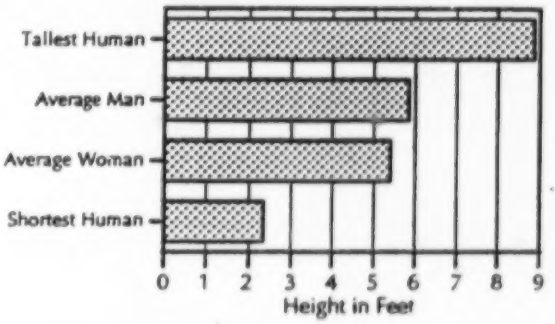
3. A bag contains one blue marble, one red marble and one green marble. You reach in the bag and pull out a red marble. If you keep the marble and then reach in again, what are your chances of pulling out a green marble?

   A. 1 chance in 2
   B. 1 chance in 3
   C. 2 chances in 3
   D. 1 chance in 5

4. Which of these is closest to the length of a magazine from the top to the bottom?

   A. 2 inches
   B. 11 inches
   C. 26 inches
   D. 41 inches

5. The tallest known human in the world was Robert Pershing Wadlow, who was born in Alton, Illinois in 1918. Based on this graph:



   How much taller was Mr. Wadlow than the average man?

   A. About 18 inches
   B. About 2 feet
   C. About 30 inches
   D. About 3 feet

6. Michael did an addition problem, like this:

$$\begin{array}{r} 426 \\ 39 \\ +114 \\ \hline 569 \end{array}$$

   He didn't get the right answer, probably because he:

   A. forgot to regroup.
   B. doesn't know his addition facts.
   C. didn't line up the numbers correctly.
   D. forgot to include a decimal point.

The correct answers are:

1.C. 2.D. 3.A. 4.B. 5.D. 6.A

SAMPLE STATE MULTIPLE CHOICE TEST — GRADE 8

The following are sample state multiple choice questions for grade 8 students in mathematics. Students must answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 231.

1. Rearrange these 3 decimal numbers so that the largest number is first and the smallest is last.

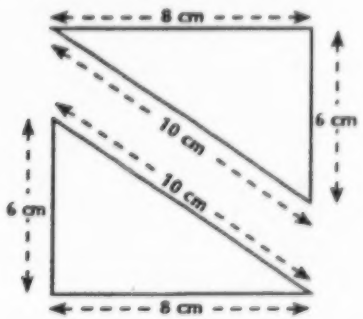
   .2 .086 .19

   A. .086, .19, .2
   B. .2, .19, .086
   C. .19, .086, .2
   D. None of these

2. Ted tried to remember his friend's house number. He knew that there were three digits: a 5, another 5 and a 7. He could not remember the order. How many different house numbers could it be?

   A. 3
   B. 6
   C. 17
   D. 27

3. Look at this pair of triangles:



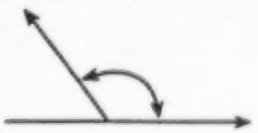
   The total area of the two triangles is:

   A. 14 square cm.
   B. 48 square cm.
   C. 96 square cm.
   D. 960 square cm.

The correct answers are:

1.B. 2.A. 3.B 4.C 5.D 6.C

4. Estimate the size of the indicated angle:



   A. 45°
   B. 95°
   C. 135°
   D. 180°

5. Sue played a card game several times last month. Her scores for five games were 135, 187, 142, 210, and 156. What was Sue's average score?

   A. 124
   B. 156
   C. 160
   D. 166

6. Laura made a chart of the height of a bean plant she was growing for a science class. She also included the number of leaves. Her chart looked like this:

Height	Leaves
3"	2
6"	6
12"	17
24"	53

   What is the relationship between the height of the plant and the number of leaves it had?

   A. With each 3 inches of height, the plant added 2 leaves.
   B. With each 3 inches of height, the number of leaves approximately doubled.
   C. As the height doubled, the number of leaves approximately tripled.
   D. As the height tripled, the number of leaves approximately doubled.

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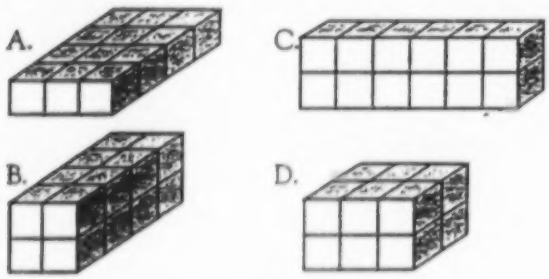
The following are sample state multiple choice questions for grade 10 students in mathematics. Students must answer correctly approximately 75 percent of similar questions to achieve a score that meets the standard of 239.

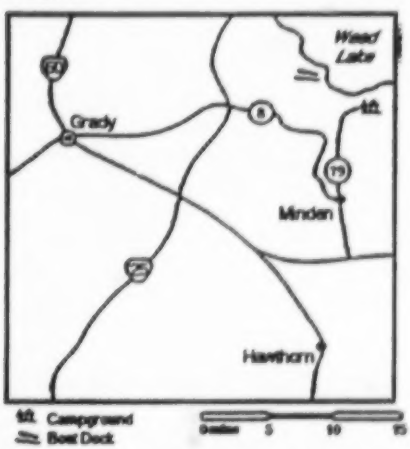
1. If $6.74 \times 10^n = 6{,}740{,}000$, what is the value of n?

   A. 10
   B. 6
   C. 5
   D. 4

2. If all the small blocks are the same size, which stack of blocks has a different volume from the others?



3. Use the map below to answer the question that follows.



   If you average 55 miles per hour, about how long will it take to drive from Grady to Hawthorn?

   A. 10 to 20 minutes
   B. 25 to 35 minutes
   C. 40 to 50 minutes
   D. More than 55 minutes

4. If nine balls labeled 1 through 9 were mixed up and one ball was chosen randomly, what is the probability of that ball being labeled LESS THAN 5?

   A. About 44%
   B. Exactly 50%
   C. About 56%
   D. There's no way to tell.

5. Tom and his sister Jan hiked towards each other from opposite ends of a trail. Tom hikes at 3 m.p.h. and Jan hikes at 4 m.p.h. If they meet in three hours, how long is the trail?

   A. 7 miles
   B. 9 miles
   C. 12 miles
   D. 21 miles

6. Of the line segments shown here, only segments A and B are the same length:

   A _____
   B _____
   C _____
   D _____

   The four segments, when joined at the endpoints, could form a

   A. trapezoid.
   B. parallelogram.
   C. rectangle.
   D. pentagon.

The correct answers are:

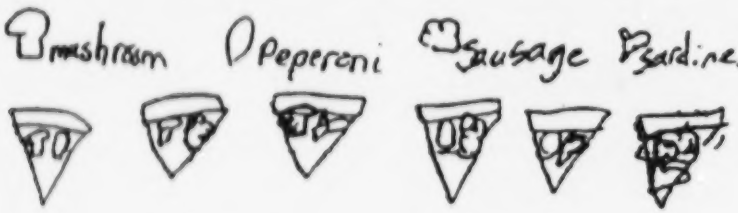
1.B 2.B. 3.B 4.A. 5.D. 6.A

STATE PROBLEM-SOLVING TEST — GRADE 5

The following is a partial sample of a state problem-solving test in mathematics for grade 5 students. To achieve the performance standards, students must answer the questions correctly, demonstrate they understand the problem and the strategy they used to solve the problem and show that the answer is reasonable.

How many different double-topping pizzas can you make with four different toppings?

Explain your thinking at each step and your answers(s).



First I didn't understand the question so I thought a minute about it. Then I understood it. So I picked four toppings, mushroom, pepperoni, sausage, and sardines. Then I started with M P, then M S, then M Sa, then P S, then P Sa, then S Sa! So that would be 6 pizzas.

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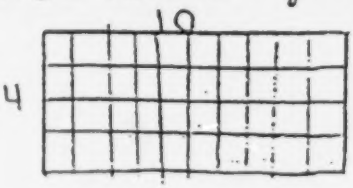
The following is a partial sample of a state problem-solving test in mathematics for grade 8 students. To achieve the performance standards, students must answer the questions correctly, demonstrate they understand the problem and the strategy they used to solve the problem and show that the answer is reasonable.

The length and width of a rectangle are each doubled, then the original length and width are tripled. What is the pattern for the changing areas?

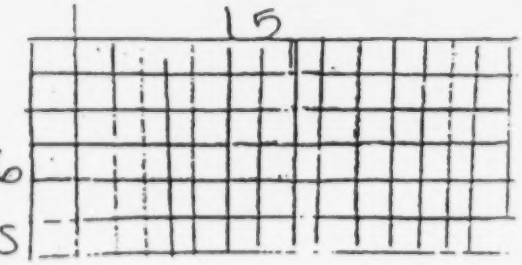
Explain your thinking at each step and your answer(s):

Step 1 First you must draw the demensions of the rectangle

Step 2 figure out how many squares are left over from the rectangle.



2·5 = 10 (10')
4·10 = 40
6·15 = 90
8·20 = 160



the First one goes up by 30. the next one goes up by 50

It always goes up by 20.

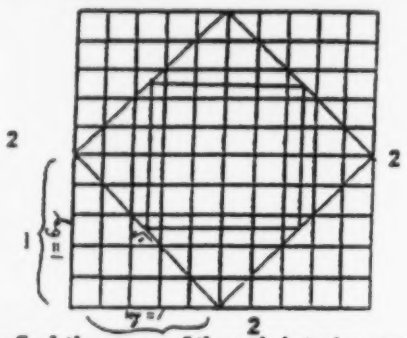
The 4th one would be 8·20 which equals 160. If it goes up by 20 every time then you would do,

10 - goes up
40 > 30
90 > 50
160 > 70

90
+ 70
160

The following is a partial sample of a state problem-solving test in mathematics for grade 10 students. To achieve the performance standards, students must answer the questions correctly, demonstrate they understand the problem and the strategy they used to solve the problem and show that the answer is reasonable.

The square shown below has sides of length 2 units. Connect the midpoints of the sides of the square, in order, to form an interior square. Repeat the same process to make squares within squares.



What rule can be used to find the areas of the *n*th interior square? Explain your answer(s) and your thinking.

Original: $A = L \cdot W$

Block 1: $A = \frac{L \cdot W}{2}$ (use length and width of original square)

Block 2: $A = \frac{L \cdot W}{4}$

Block 3: $A = \frac{L \cdot W}{8}$

To find the area of the second square you can take the length of the original square that form two legs of a triangle which are $\frac{1}{2}(L)$; then you take those values and plug them into the right Triangle equation which is $leg^2 + leg^2 = hyp^2$. Take length of the Hyp, is the length of the next interior square. I know the denominator had to be doubled but doubling didn't work and expanded the problem more and figured out the denominator is being 2 to whatever power to get to the next and explore the theory.

Block N: $A = \frac{L \cdot W}{2^n}$ when $n \geq 0$

$A = \frac{L \cdot W}{2^3} = \frac{L \cdot W}{8}$ = Block 3

$A = \frac{L \cdot W}{2^0} = \frac{L \cdot W}{1}$ $L \cdot W$ = original block

FOR MORE INFORMATION . . .

Assessment

For questions about:

- English assessments (reading/literature, writing and speaking), contact Ken Hermens, (503) 378-5585 ext. 247
- Mathematics assessments, contact Cathy Brown, (503) 378-5585 ext. 297
- Other assessment questions, contact Barbara Wolfe, (503) 378-5585 ext. 223, or Steve Slater, (503) 378-5585 ext. 265

School Improvement

For questions about school improvement, contact Tanya Gross, (503) 378-8004 ext. 287 or tanya.gross@state.or.us

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